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THE UNIVERSITY OF ALBERTA

JUNIOR HIGH SCHOOL BOYS' ATTITUDES
TOWARD PHYSICAL EDUCATION
AS RELATED TO FATHERS AND PEER GROUPS

by

© BARRIE HERBERT WILSON

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA

FALL, 1971

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The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Junior High School Boys' Attitudes Toward Physical Education As Related To Fathers and Peer Groups," submitted by Barrie Herbert Wilson in partial fulfilment of the requirements for the degree of Master of Arts.

ABSTRACT

The purpose of the study was to determine current attitudes toward physical education of selected junior high school students and to ascertain the significance of attitudinal relationships of a father and his son (subject) and that of the subject and his best friend. An attempt was also made to determine the influence of such factors as socio-economic background and educational achievement of the fathers on these attitudes.

A sample population of 120 junior high school students and sixty parents took part in the study. Sixty subjects were selected by the physical education teachers from the school at which the study was conducted. Each of the subjects then chose their best friend from within the school to participate in the study. All students responded to the attitude scale developed by Edgington. The fathers of the subjects responded to both the Edgington Attitude Scale and to the General Information Questionnaire which pertained to family participation in physical activity, the fathers' involvement in the sons' physical activities and other similar variables.

The data, after being transferred to IBM cards, was subjected to various statistical treatments which included the Pearson Product-Moment Correlation Coefficient, a test of significance using the distribution of t, a t test for uncorrelated independent samples, a one way analysis of

variance-multiple comparisons, and Duncan's new multiple range test.

The results indicated that approximately ninety-two percent of the total sample expressed favourable attitudes toward physical education. No significant relationship of attitudes held toward physical education existed between fathers and their sons. However, there was a significant relationship between subjects and their best friends. An analysis by grades indicated that the subjects and their best friends seemed to be responding in a similar manner.

Neither the educational achievement of the fathers nor the socio-economic background of the subjects influenced their attitudes toward physical education.

The main conclusions arising from the results were:

1. Attitudes expressed by fathers, subjects and peer group toward physical education were generally favourable.
2. There was no significant relationship in attitudes toward physical education between fathers and their sons.
3. The attitudes toward physical education of the subjects and their best friends corresponded at a significantly high level.
4. The educational achievement of fathers did not have an influence on their attitudes toward physical education.
5. The subjects' attitudes toward physical education were not influenced by the socio-economic background from which they came.

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The author whishes to acknowledge a considerable debt to many people whose assistance and guidance made this study possible.

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The author is especially indebted to his wife Gloria, to whom he would like to express his deepest gratitude and appreciation for her encouragement, unfailing support, understanding and for the many hours she has spent typing term papers as well as this thesis. To our son

Robbie, our pride and joy, who has provided us with so much happiness, and to his mother, the author dedicates this thesis.

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CHAPTER I

INTRODUCTION

In recent years the public has become more aware of and concerned about the increasing costs in education. This fact, coupled with rapidly changing norms, has resulted in a gradual diminishment in required physical education at the senior high school and university levels. The onus to become more cognizant of currently held attitudes toward physical education resides with the members of the profession as does the responsibility for publicizing the services which the field is providing in the total educational system. Many question the exigency of physical education as part of the school curriculum as most recreation programs provide ample opportunity for children to participate in a wide variety of physical activity. The Worth Commission on Educational Planning forsees that in the future the majority of people will play more and work less (1972, p. 47). Hence, to maximize instruction in leisure pursuits so that the youth of today will be better enabled to meet the challenges of their leisure time is an objective that requires the utmost concentration. The Worth Commission states this challenge in a forthright manner:

> The school must provide each child with infinite variety and encourage him to engage in recreational activities that really are activities, rather than

> passivities. Participation, wholesome diversity, direct experience, individual expression--these are the tenets of recreation.
> (Worth Commission, 1972, p. 184)

With the development of reliable and valid tools of attitude measurement toward physical education and physical activity, the means are now available to determine existing attitudes toward physical education and physical activity at all levels on the educational hierarchy. Once these attitudes have been recognized, one must take steps to attempt to change those that are unfavourable and reinforce those that are favourable. This could be achieved by providing more interesting and viable physical education programs in the schools. One must study the numerous variables that affect one's negative and/or positive attitudes. The relationship of the peer group, the family, the church, one's self-esteem and other similar variables must be studied to enable us to arrive at a greater understanding of what has contributed to the formation of these attitudes.

Williams has observed that the cultural contribution of physical education has to be evaluated by the interests and skills it produces for leisure (1932, p. 20). A large proportion of the world's population has an interest in physical recreation, and sporting activities do occupy the major portion of leisure time activities of the masses (Daniels, 1969, p. 20). It was aptly stated by Keogh:

> . . . one of our most important goals in school physical education programs is that students develop positive attitudes toward active participation in

> physical activity, which will lead them to seek further physical activity after leaving the organized school program. Understanding the nature of attitude toward physical education seems essential as a guide in developing them.
>
> (1962, p. 239)

The same thinking was also adopted by Seaman (1970).

The focus of the study will be on the significance of attitudinal relationships of a father and that of his son (subject) toward physical education and that of the subject and his best friend. Does a father's interest in physical education and physical activity have a favourable or unfavourable effect on his son's attitude toward physical education? Does a boy develop friendly relationships with individuals who have the same attitude as he toward physical education or is the peer group influence on his attitude toward physical education insignificant? In this attitudinal study of selected subjects, an attempt will be made to answer these questions. It is first essential to understand the nature of attitudes and their formation.

Attitudes are generally regarded as emotionalized feelings that vary in intensity and direction (Campbell, 1968, p. 456; Brownell and Hagman, 1951, p. 371). Attitudes are closely related to emotional life which result in a physiological state of readiness which enables one to do things one was unable to do previously (Cowell, 1931, p. 14). Attitudes may be influenced by teaching as they are learned, acquired, and organized through experience. This will have an effect on the individual's reaction to the situation (Mista, 1968, p. 166). The attitudes of the

populace at large in Canadian cities, towns and villages is of extreme importance to all members of the physical education profession and therefore, every effort must be made to understand currently held attitudes and to motivate individuals to develop a positive orientation toward physical activity and physical education in general. It has been ascertained:

> Attitude serves as a motivating media to condition a student's orientation to learning and to influence the use of skills and knowledge which have been learned. Thus, attitudes play an important role because the attitude determines the individual's willingness to learn.
>
> (Campbell, 1968, p. 456)

It must be remembered that the feelings one has formed are his own inculcated attitudes which resulted from his unique experiential background. There must be a constant awareness that learning is conditioned by the attitude of the individual; however, when confronted with a task, he is developing attitudes towards himself as a success or a failure. Although unfavourable attitudes may be considered as obstacles to learning (Edwards, 1941, p. 35), studies have also shown that attitudes can be altered or changed through instruction. Hence, the removal of unfavourable attitudes should yield a positive impact on the learning situation. Accordingly Cowell has stated that if the individual possesses self-confidence, he has a good opportunity of succeeding, whereas he is apt to fail if his mental attitude is one of fear (1931, p. 14). The importance of determining the individual's

attitude as early as possible was illustrated by Edgington, who said that attitudes tend to resist change if they have been deeply entrenched, thus the need to ascertain one's attitude early in his high school career (1968, p. 505).

Many teenagers regard athletics to be more important than academic achievement in their school experience. They devote more attention and energy to this facet of the physical education program, both as participants and as spectators, than to their studies (Coleman as cited in Schafer, 1969, p. 64; Waller as cited in Schafer, 1969, p. 64). It would seem that physical educators have met with considerable success in directing the major portion of their attention to the participant. On the other hand, little, if any attention has been channeled toward ascertaining the reasons why students do not participate. In this regard, Carl Diem stated that "it is not so important that those people practice sport who *do* practice sport, as that those practice sport who do *not* practice sport" (1932, p. 24).

THE PROBLEM

The central purpose of the study was to comparatively analyze father-son and son-significant peer group attitudes toward physical education. This study attempted to determine:

a. The attitudes toward physical education of selected junior high school students in Red Deer, Alberta.

b. The relationship between fathers' attitudes and those of their sons toward physical education.

c. The relationship between the sons' and significant peer group's attitudes toward physical education.

d. The relationship of socio-economic background with attitude toward physical education.

e. The relationship of level of education with attitudes held toward physical education.

NEED FOR THE STUDY

The value of the study is based on the following needs:

1. To assess present attitudes toward physical education of selected groups of junior high school students.

2. To assess existing attitudes of selected fathers toward physical education.

3. To ascertain the relationship of a father's and peer group's attitude with a son's attitude toward physical education.

4. To provide the school with information regarding existing attitudes of the selected groups.

5. To provide information for the possible redirection of the physical education program.

6. To test the suitability of this attitude scale as an instrument for future use in studies of this kind in North America.

7. To ascertain if there is any significant difference in attitude toward physical education because of socio-economic background.

8. To determine if there is any significant difference in attitude toward physical education with fathers of a varying educational background.

LIMITATIONS

The study was limited in that:

1. One type of measuring instrument of attitude was employed.

2. The attitudes expressed by the respondents to the statements in the Edgington instrument are in actuality an accurate reflection of those attitudes currently held by the respondents.

DELIMITATIONS

This study was delimited in that:

1. The study was confined to a small non-random sample of grade seven, eight and nine students in the city of Red Deer, Alberta.

2. The study was restricted to a selected sample of fathers of grade seven, eight and nine students in Red Deer, Alberta.

3. The testing was conducted over a period of one week.

4. The results of the study will be interpreted within the range of the purpose of the study.

DEFINITION OF TERMS

Physical Education--the organized instructional and physical activity program in the school.

Attitude--an attitude is a tendency to respond positively (favourably) or negatively (unfavourably) to certain persons, objects, or situations (Morgan, 1961, p. 112).*

Father--the male parent of a nuclear family.

Son--a male child of a nuclear family occupying the same abode.

Significant Peer--the son's best male friend within the school.

Socio-Economic Background--the socio-economic level of an individual as determined by his occupation and the number of years of schooling he has completed.

---

*This is the definition of attitude used by Edgington, author of the Attitude Scale.

HYPOTHESES

1. Fathers of boys who possess positive attitudes toward physical education will have more positive attitudes toward physical education than fathers of boys who demonstrate negative attitudes toward physical education.

2. The best male friends of boys who possess positive attitudes toward physical education will have more positive attitudes toward physical education than the best male friends of boys who possess negative attitudes toward physical education.

3. The higher the level of education attained by the fathers, the more positive will be the attitude toward physical education.

4. Boys from higher socio-economic backgrounds will possess more favourable attitudes toward physical education than will boys from lower socio-economic backgrounds.

CHAPTER II

REVIEW OF THE LITERATURE

In reviewing the literature, one notes that there have been a multiplicity of attitudinal studies toward physical education and physical activity within the last forty years. Most studies have dealt with selected male or female college students. Little research involving the attitudes of elementary, junior high and senior high school boys and girls has been conducted. The vast majority of the studies have restricted their samples to members of one sex.

Review of Studies Concerning Attitudes Toward Physical Education and Physical Activity

The Wear Test was one of the most frequently used attitude inventory tests. Bell, Walters and Staff (1953), Broer and Holland (1954), Broer, Fox and Way (1955), Jesseph (1956), Squires (1956), Keogh (1962, 1963), Wessel and Nelson (1964), Cross (1964), Brumbach (1968), Campbell (1968), Seaman (1970), and Young (1970) utilized one of the forms of the Wear Attitude Inventory or a slightly modified version of it. The two forms of the Wear Inventory are deemed capable of making a reliable and valid assessment of the direction and intensity of individual and group

attitudes toward physical education.

Together with a checklist of informational questions, Bell, Walters and Staff (1953) administered the Wear Attitude Inventory, short form A, to 684 freshman women who were taking the required physical education program and to 173 senior women who had taken the program at the University of Michigan. The researchers found that physical education as an activity course was beneficial in so far as it aided in the development of the social, physical and mental health of the participants. It was learned that the freshman women who had taken physical education in high school had a more positive attitude toward physical education as an activity course than those who did not have physical education in high school. The freshman women indicated more positive attitudes toward physical education than did the senior women. The researchers noted the existence of significant relationships between the interest of the instructors in students as individuals and the degree to which students enjoyed physical education. The authors ascertained that there was a significant relationship between a student's attitude toward physical education as an activity course and the extent to which she enjoyed physical education.

As a result of studying college women in the service classes at the University of Washington, Broer and Holland (1954) discovered that the amount of individual attention students received was an important determinant that influenced attitudes toward physical education. This

substantiated the findings of Bell, Walters and Staff (1953). It was reported by Broer and Holland that class size and lack of success were also contributing factors influencing the development of unfavourable attitudes toward physical education.

In their research of 1,149 subjects at the University of Washington, Broer, Fox and Way (1955) reinforced the findings of Bell, Walters and Staff (1953) when they concluded that physical education activity classes contribute to social development, and the mental and physical health of the individual. They noted that students of swimming and tennis possessed more favourable attitudes than the average student. Students of archery demonstrated less favourable attitudes than average.

Utilizing a modified version of the Wear Attitude Inventory, Jesseph (1956) studied the effect of motor ability classification on achievement and attitude of high school girls. In her analysis of the 280 participants, she subjected them to motor ability tests, teachers' ratings on their attitudes and motor ability, and correlated these results with their scores on Intelligent Quotient tests. Some of her pertinent discoveries were that students in the higher ability section averaged a significantly higher score on skill tests than did the students in the lower ability section. She also pointed out that students in both homogeneous and random groupings made significant improvements in both skill tests and attitude tests. There was no

correlation between motor ability tests and one's Intelligent Quotient rating. The test results indicated that teachers' ratings of motor ability did not correlate highly with motor ability test scores but there was a significant positive correlation between the attitude test scores and both the teachers' ratings and Intelligent Quotient scores.

The Wear Attitude Inventory and an interview technique were used by Squires (1956) in his study of factors influencing the attitudes of senior high school boys in sixty high schools in Connecticut. He concluded that the quality of the program in physical education had no influence on the attitudes of the students, that the number of years of teaching had no influence on attitudes and that there was no relationship between the student's attitude and the educational experience of the teacher. He noted that the success of a school's interscholastic team does not have any influence on attitudes toward physical education. Plummer (1961) arrived at the same conclusions. It was ascertained by Squires that more positive attitudes toward physical education were found in small and medium-sized schools where classes were smaller and more frequent in number. Varsity athletes demonstrated more positive attitudes toward physical education than other students.

The influences that aided in the formation of both positive and negative attitudes toward physical education were outlined by Squires. He found that the following variables helped in the development of favourable attitudes

toward physical education: outside opportunities in sport, level of motor skill, parental attitude and example, teacher's attitude and interest, program content, and an appreciation of the purposes and activities inherent in physical education. Unfavourable attitudes were apparent due to a dislike of having to do some activities in the program, some administrative practices of the physical education classes, low level of motor skills, unfavourable influence of friends and parents, disability, fear of injury, and the attitudes and interests of the teacher.

Employing form A of the Wear Attitude Inventory, Keogh (1962) analyzed the general attitudes toward physical education of 266 college men and women. He found that there was no significant difference in the stated aims and attitudes of men and women toward physical education. In an extension of this study, Keogh (1963) analyzed those participants who had expressed extreme attitudes toward physical education. To augment the results obtained on form A of the Wear Inventory, he conducted personal interviews to determine the physical education and athletic backgrounds of the extreme groups and their self-ratings on attitude toward physical education. The low group offered some minimum support for the outcome of physical education but vigorously questioned the relative value of physical education in a school program. It is important to note that the groups of low and high subjects were consistently negative or positive in response to the inventory

items.

The relationship between strength and attitudes toward physical education activity was studied by Wessel and Nelson (1964) by administering form A of the Wear Attitude Inventory to two hundred college women. Their findings indicated that strength may be a factor for successful performance and achievement in physical education among college women. Lack of strength may be a factor in negative personal feelings resulting from repeated failures in any physical activity encountered.

In his study of attitudes toward physical education of 938 male students entering the University of Oregon, Cross (1964) found that there was generally a favourable attitude toward physical education. It was noted by Cross and substantiated by Brumbach (1968) that students who came from smaller schools had more positive attitudes toward physical education than those who attended larger high schools. The authors conjectured that this phenomenon might have been an outcome of a higher degree of individual attention which accrues to students in smaller schools. They also noted that athletes demonstrated more favourable attitudes toward physical education than did non-athletes. Moawad, as well, ascertained that students in smaller schools demonstrated more favourable attitudes than students in larger schools (Moawad as cited in Edgington, 1965, p. 17).

A study of attitude toward physical education was administered by Campbell (1968) to 199 lower division male

students in the required physical education program at the University of Texas, Austin. The responses to form A of the Wear Inventory were evaluated in a manner described by Likert. Within the limits of his study, he ascertained that no significant variations in attitudes concerning physical education can be predicted by the size of the high school attended--this finding is contrary to those of Cross (1964) and Brumbach (1968)--the area of academic interest, or the preference of physical activities. He deduced that the attainment of attitudes according to the expressed objectives of physical education can be measured by the Wear Attitude Inventory.

A modified Wear Attitude Inventory was used in Seaman's study (1970) of attitudes of physically handicapped children toward physical education. She discovered that a child in a regular physical education program had a more favourable attitude toward physical education than the child in an adaptive program. It was learned that the child possessing a more favourable attitude toward physical education was more active in physical activity outside the physical education program than the child having a less favourable attitude. The author concluded that students in the regular physical education program, as well as those children enrolled in the adaptive program were more favourably affected by the physical effects (feeling and looking healthy, and being in good physical condition) of the physical education program than by the psychological

(dressing, undressing, success in skills, competition, and emotional experiences) and administrative (conduct of class, attitude, enthusiasm and knowledge of the instructor) aspects.

In her study of the personal-social adjustment, physical fitness and attitude toward physical education of high school girls by socio-economic level, Young (1970) employed form A of the Wear Attitude Inventory. The socio-economic level of the grade eleven girls participating in the test was determined by the McCall scale. Her results indicated that there was no significant difference between socio-economic groups with reference to physical fitness or attitude toward physical education.

The semantic differentials shown by Osgood, et al. were used by Collins (1967), Semotiuk (1967), O'Bryan and O'Bryan (1967), Kenyon (1970), Jensen (1971) and Asquith (1971) to represent the evaluative dimensions of semantic space in their studies of attitudes toward one or more of the following: sport, physical activity and physical education.

Collins, Semotiuk, Kenyon, Jensen and Asquith in their respective studies, perceived physical activity as being composed of the following subdomains: social experience, health and fitness, the pursuit of vertigo, aesthetic experience, catharsis, ascetic experience and as chance. This conceptual model for characterizing physical activity was developed by Kenyon (1968).

A study of the attitudes toward physical activity

of one thousand grade nine and eleven students from Western Australia representing differences in economic background, was conducted by Collins (1967). He determined that the attitudes of students toward participation in physical activity were generally favourable. His results indicated that girls were more interested in aesthetic activities than boys. He questioned the inclusion of the subdomain of physical activity as games of chance. The same conclusions were arrived at by both Semotiuk (1967) and Jensen (1971). Collins and Semotiuk ascertained that a student's best friend influences his participation in physical activity. It was pointed out by Collins that boys expressed more interest in activities which provided thrills but at a risk to the participant, than did girls. Girls demonstrated a more stable attitude than did boys toward participation in physical activity. He learned that economic background and educational achievement of parents had an influence on the attitudes of students toward participation in physical activity.

The attitudes toward physical activity of 995 grade ten and twelve students in Edmonton, Alberta were researched by Semotiuk (1967). In addition to the findings previously mentioned, Semotiuk ascertained that interest in physical activity was definitely influenced by the effects of the various communications media, that boys indicated a greater interest than girls in physical activity, that there was a hesitancy to participate in activities of a

vertigo and ascetic nature. He concluded that organizations outside of the school that sponsor sports and physical activity had a definite role to play in providing an outlet for individuals who desire physical activity. Both Semotiuk and Jensen noted that students had a desire to participate in a greater variety of physical activities than their schools offered.

In his study of attitudes toward and participation in physical activity of selected English and French Canadian students, Jensen (1971) indicated that the differences between the English and French were not as great as those between the sexes within each culture.

Kenyon (1970) conducted a cross-cultural study of attitudes toward sport and physical activity among adolescents from four English speaking countries. He measured attitudes toward physical activity and the nature and degree of involvement in physical activity of urban secondary school students as a function of country, sex and level of educational attainment.

As a result of Kenyon's study, he concluded that secondary school students demonstrated positive attitudes toward physical activity characterized as social experience, as health and fitness, as an aesthetic experience and catharsis. Less favourable attitudes were apparent when physical activity was characterized as the pursuit of vertigo, as an ascetic experience and as chance. Kenyon stated that females domonstrated a more positive attitude

toward physical activity when it was characterized as the pursuit of vertigo, as an ascetic experience and as chance. Generally, positive attitudes toward physical activity were apparent in the four countries studied. Australians possessed less positive attitudes toward physical activity than those representing the other three nations. He ascertained that older students are more disposed toward physical activity as an ascetic experience and as catharsis than the younger students. It was pointed out by Kenyon that attitude toward physical activity is directly related to the degree of involvement in the activity toward which the attitude is expressed.

The attitudes held by differential sub-groups of a community toward the profession of physical education were measured by O'Bryan and O'Bryan (1969). Their findings indicated that physical educators are regarded as competent, ambitious, useful, important and intelligent but not especially academic or hardworking. Generally, a favourable attitude toward the high value of physical education was apparent.

A study undertaken by Asquith (1971) was directed toward the relationship between physical activity as influenced by the variables of sex and the faculty in which the 120 first year University of Alberta students were enrolled. Thirty Bachelor of Physical Education males, thirty Bachelor of Physical Education females, thirty Education Physical Education males and thirty Education

Physical Education females were involved in the study. Asquith concluded that there was no significant difference in the attitudes expressed by each of the four groups toward the six subdomains of physical activity. There were no definitive differences on the basis of sex except for statistically significant differences between the Bachelor of Physical Education male group and the Bachelor of Physical Education female group in the subdomains of catharsis and social experience.

The following authors developed their own attitude scale in measuring attitudes toward physical education and/or physical activity: Carr (1945), Rarick and McKee (1949), Newson (1949), Kappes (1954), McAfee (1955), McGee (1956), Hunter (1956), Beal (1957), Bowman (1958), Culter (1958), Drinkwater (1960), Plummer (1961), Merritt (1961), Lewis (1961), Mowad (1961), Simmons (1963), Frank (1963), Felker (1966), Malumphy (1968), Neale, Sonstroem and Metz (1969).

The relationship between success in physical education and selected attitudes expressed by high school freshman girls was studied by Carr (1945). She found that students who do well in physical education have favourable attitudes toward physical education. Kappes (1954) found a high correlation between enjoyment in activities and estimated skill in such activities; also, the greater the skill in an activity, the greater the possibility of that activity being practiced in adult life.

The case study technique was used by Rarick and McKee (1949) in their survey of twenty third grade children exhibiting extreme levels of achievement on tests of motor proficiency. The sample of twenty (ten superior and ten inferior performers) was selected from 172 third grade pupils on the basis of their scores from a battery of seven gross motor performance tests. The results indicated that the parents of the superior group were highly active in sports whereas very few parents of children in the inferior group participated in any type of athletic activity. Parental participation in the play activities of children in the infereior group was non-existent whereas it occurred in eighty percent of the superior cases. It was pointed out that the superior group demonstrated a wider range of interests and activity in play than did the children of the inferior group. The results indicated that the children with a high level of motor proficiency were better adjusted in their school and personal relationships than the inferior group. The superior group members played with many children whereas the inferior group associated with few children. The authors noted:

> . . . parental interest, as indicated not only by provision of adequate play facilities, but also by active parental participation in the child's activities, is an important factor in helping children gain a high level of motor development.
> (Rarick and McKee, 1949, p. 151)

A study of the specific annoyances of 323 junior and senior high school boys in relation to attitudes in physical education classes was made by Newson (1949). He

found that most annoyances were of a personality and behaviour nature. The attitudes of students toward physical education were influenced by the personality and behaviour of their peers and their teacher of physical education. Newson suggested that physical educators could reduce individual resentment by including activities that interest the poor attitude group. This would increase the appeal of physical education to this group.

McGee (1956) compared the attitudes of administrators, teachers and parents toward intensive competition for high school girls. She discovered that parents and coaches expressed a more favourable attitude toward intensive competition for high school girls than did administrators and teachers.

The attitudes of 687 students toward college physical education were studied by Hunter (1956) who found that twenty-one percent of the sample expressed very positive attitudes toward physical education and approximately ten percent expressed very unfavourable attitudes. The remaining sixty-nine percent of the sample had neither highly favourable nor unfavourable attitudes toward college physical education. Hunter noted, as a result of her analysis, that attitudes may become favourable or unfavourable toward physical education after entering college. The skills one learned early in an activity resulted in an extremely strong favourable attitude toward the activity. Thus she concluded that parents can aid in

the creation of a favourable attitude by including young girls in activities.

In her quest to find the reasons for the selection of certain physical education activities by 198 women students at Ohio State University, Beal (1957) concluded that peer group relationships, parental influence and finances affected one's choice of activity. A similar study by Lewis (1961) of 879 college women at the University of Georgia resulted in the same conclusions being drawn.

A study of sportsmanship attitudes of sixth, seventh and eighth grade boys by McAfee (1955) indicated that peer group and/or parental influence may have aided in the development of lower sportsmanship attitudes of the subjects as they progressed from grade six through to grade nine.

The relationship between student and parent attitudes and skills of 159 grade five children was researched by Bowman (1958). She concluded that a significant relationship was evident between the activity attitudes of the parents and the children's results on motor performance salience and activity inventories.

A sample of seventy-two grade six boys and forty-eight grade nine boys was used by Felker (1967) when he investigated the relationship of body build, perception of father's interest in sports and self concept. The grade six sample showed differences in self concept related to both body build and father's interest in sports. There was no significant difference in the analysis of the grade nine

sample. The author concluded that as a child grows to adolescence that body build and perception of the father's interest in sports becomes a less important factor in self-esteem. He suggested that one reason for the lack of significant difference in the grade nine sample may have been due to greater sources of esteem and status outside the home.

The results of Malumphy's study (1968) of the personality of women athletes in intercollegiate competition indicated that "53 percent of the fathers and 86 percent of the mothers were reported not to participate in any sports activities" (1968, p. 619). Following this discovery she questioned the carry-over value of physical education in schools and colleges. Her study pointed out that the education and economic level of parents play an important role in their selection of carry-over activities. More parents from the higher economic level participated in sports.

A study of 169 high school boys' physical fitness, self-esteem and attitude toward physical activity was made by Neale, Sonstroem and Metz (1969). They concluded that highly fit boys conceive themselves to be more competent in and more attracted to physical activities.

Review of Relevant Literature on the Influence of Parents and Peer Groups on Attitude Formation

The results of studies conducted by Rarick and

McKee (1949), Newson (1949), McAfee (1955), Squires (1956), Hunter (1956), Beal (1957), Bowman (1958), Lewis (1961), Felker (1966), Collins (1967) and Semotiuk (1967) have been previously reviewed and will not be examined again.

Argyle has noted:

> The more people interact, the more similar their attitudes, beliefs, opinions and interests become--simply because they influence each other during interaction. People also interact more with those who hold similar attitudes--because this gives them social support, and with those who have similar interests--because they can pursue them or talk about them together.
>
> (1967, p. 63)

In the peer group an individual usually associates with others who are approximately of the same age and social status as he is. "The childhood peer group is typically a play group. In adolescence it takes on a characteristic of a clique which introduces the child to status and class values" (Broom and Selznick, 1968, p. 102). The choice of neighbourhood in which one lives and the intellectual level of the children (Crow and Crow, 1959, p. 149).

It was pointed out by Berger that the family is the circle in which the individual has his most important social ties. He remarked that " . . . disapproval, loss of prestige, ridicule or contempt in this intimate group has far more serious psychological weight than the same reactions encountered elsewhere" (1963, p. 77). Frandsen stated that "the child whose parents see him as a contributing, worthy, lovable family member comes to view himself in the same way" (1961, p. 474). Berger was of

the same opinion (1963, p. 100).

It was suggested by Westley and Elkin (as cited in Bandura and Walters, 1967, pp. 25-26) that the majority of adolescents " . . . tend to choose friends on the basis of the values they have acquired from their parents; consequently their peer group tends to reinforce the standards of behaviour of which they approve and thus there is no serious conflict of generation." Coleman has pointed out that "Not only does society evaluate him in terms of his group identifications, but he comes to evaluate himself in the light of them" (1964, p. 89).

Payne and Mussen's research (1956) provided further evidence of children's imitative behaviour of parental characteristics. Their findings indicated that boys with high father-identification perceived their fathers as highly rewarding and affectionate persons. Bandura and Walters reported that non-aggressive boys exhibited greater father preference and more frequently perceived themselves as thinking and acting like their fathers than did aggressive boys. They discovered that the fathers of the aggressive boys were more punitive than the fathers of the non-aggressive boys (1967, p. 97). They further ascertained that "Parent modeling may influence not only the standards that govern achievement behaviour but also the direction that achievement-striving takes" (Bandura and Walters, 1967, p. 175).

The influence of the family and the peer group

varies from family to family and is largely dependent on the interest taken in the child. It must be recognized that children nine to twelve years of age aspire to do things especially well (Frandsen, 1961, p. 82). In the adolescent stage of development, adolescents have the desire:

> . . . to reassure themselves about their bodies and personalities, to learn effective group participation, to become more independent of their parents, and to feel themselves full-fledged members of a society of equals, thus the adolescents turn to their peers for guidance and security. They need greater areas of freedom in which to make their own decisions, but at the same time they still need parental security and support.
> (Frandsen, 1961, p. 84)

The Edgington Attitude Scale

The first step, in developing a reliable and valid scale to measure the attitudes of high school freshman boys toward physical education, was to review the objectives of the field that justify its existence. Edgington accomplished this by reviewing the current texts and periodicals on physical education, the state courses of study, and the objectives of physical education as outlined by leaders in the field of physical education. This review resulted in the establishment of four general objectives of physical education:

1. The Physical Development Objective. This objective is concerned with the development of the organic systems of the body through competently conducted big muscle activity.

2. The Motor Development Objective. This objective is concerned with the ability to perform gracefully and efficiently with as little expenditure of energy as possible.

3. The Mental Development Objective. This objective is concerned with the accumulation of knowledge and the ability to think and interpret situations correctly.

4. The Human Relations Objective. This objective is concerned with the social development of the individual so that he may better adjust into groups and into society. (1965, pp. 20-21)

The concepts for the 125 statements used in the attitude scale were selected from the areas of the four general objectives. The statements were developed using Wang's criteria for writing attitude statements. One of Wang's suggested criteria points out that the vocabulary of the age group to which the test would be given should be taken into consideration (Edgington, 1965, p. 21).

The statements were then reviewed by a grade nine English teacher. This resulted in the revision of five statements as the teacher thought they were beyond the level of comprehension of grade nine students. The statements were then randomly placed on the attitude scale.

The statements in the preliminary scale were submitted to a jury to determine the worth of each statement as a measurement of attitude. The jury was composed of fourteen doctoral students in physical education who had

to meet the following requirements:

1. The graduate student must have a master's degree from an accredited college or university.

2. The graduate student must have had at least five years of teaching experience in physical education.

3. The graduate student must have had at least two years of teaching experience at the high school level of physical education.

4. Only male graduate students were used on this jury.

(1965, p. 23)

The jury was asked to judge each statement as favourable or unfavourable in relation to attitudes toward physical education. It was asked to check statements that were unclear or difficult to understand. In order for a statement to remain in the scale, seventy percent agreement by the jury was necessary. This resulted in the deletion of four statements and the revision of three others.

Edgington decided to use a modified Likert technique in presenting the attitude statements. One could respond in one of six ways: very strongly agree, strongly agree, agree, disagree, strongly disagree, very strongly disagree. The scale value ranges from six for very strongly agree to one for very strongly disagree for statements favouring physical education. For statements opposing physical education the statements are scored in the opposite order. The total score obtained on all the statements would then measure the student's favourableness or unfavourableness

to physical education. A high score would indicate a favourable attitude and a low score would indicate an unfavourable attitude.

Edgington discussed the preliminary attitude scale with twenty-five grade nine boys to determine the clarity and readability of each statement. This resulted in four statements being dropped and a slight modification of the general instructions. The scale now consisted of 117 statements, fifty-seven of which were positive and sixty that were negative.

The author administered the test to 107 grade nine boys for the purpose of determining the reliability and validity of the scale. The reliability of the test was ascertained on a test-retest basis. The second testing took place three weeks after the administration of the first test. The reliability of the first draft of the attitude scale was established using the Pearson Product-Moment method of correlation. The reliability was ascertained to be .77.

Likert's criterion of internal consistency was used to establish the content validity of the statements. Likert's method for establishing internal consistency is as follows:

1. The average rating of the highest ten percent of the students on each statement is determined.

2. The average rating of the lowest ten percent of the students on each statement is determined.

3. The differences between the average ratings of the highest ten percent and the average ratings of the lowest ten percent for each statement are computed.

4. An order of excellence is determined based upon the difference between the highest ten percent and the lowest ten percent for each statement.

(Likert as cited in Edgington, 1965, p. 33)

All statements having a difference of 1.0 or less were dropped from the scale. Twenty-four statements were deleted as a result of this procedure. Seven statements were revised so that the scale had the same number of positive and negative statements. This left a total of ninety-three statements in the scale.

In the second administration of the scale, the author administered the test to a different group of 109 boys. The reliability of the test was verified in the same manner as in the first test administration. Reliability was calculated to be .81.

The content validity was again established using Likert's criterion of internal consistency. All statements having a difference of 1.5 or less were dropped from the scale. Following this analysis, twenty-seven statements were deleted from the scale. One statement that had a difference of 1.5 or less was randomly selected to remain a part of the scale so as to produce an equal number of favourable and unfavourable statements. Edgington's final questionnaire consisted, therefore, of sixty-six

statements, thirty-three of which were positive, thirty-three of which were negative.

To check the reliability and to establish the degree to which certain explanatory concepts or constructs account for performance on the test (construct validity), the final form of the attitude scale was administered to one hundred grade nine boys randomly selected from thirty high schools which had a minimum enrollment of 1,800 students. On individual statements, all ratings above four were considered favourable.

The reliability coefficient of the final form was established by utilizing the odd-even method in which the Pearson Product-Moment correlation coefficient was calculated to be .86. Following the calculation of this relationship, the Spearman-Brown Prophecy Formula to correct for attenuation was administered and the final reliability coefficient was calculated at .92 which denotes a high to very high relationship.

To verify the validity of the final form, the author administered the attitude scale to three classes of thirty-five students each. Thirty students from this sample were selected by the instructors of the physical education classes. The instructors subjectively selected fifteen students with the most favourable attitudes and fifteen demonstrating the most unfavourable attitudes toward physical education. The scores of the thirty participants were compared with the judgements of the instructors to

determine the construct validity of the final form.

Three of the fifteen boys who were rated as having the most favourable attitudes scored below the mean. Five of those with the most unfavourable attitudes scored above the mean. The chi square formula was used to compare the observed frequency with the expected frequency. It was significant at the one percent level of confidence.

CHAPTER III

METHODS AND PROCEDURE

Sample Size and Location

A pilot study involving thirty-six participants was conducted in Edmonton, Alberta in order to ascertain the readability of the statements for respondents in grades seven, eight and nine and to verify the effectiveness of the test administration.

The main study was conducted in Red Deer, Alberta. The city of Red Deer, located mid-way between Edmonton and Calgary, has a population of approximately 30,000.

The sample was drawn from grades seven, eight and nine at Eastview Junior High School which has a student population of seven hundred. Twenty-four male subjects (including four alternates) were selected from each grade level by the teachers of physical education. The physical education instructors were asked to select twelve students from each grade level whom they subjectively assessed as having the most favourable attitudes toward physical education and twelve who demonstrated the least favourable attitudes toward physical education. It was necessary that the selected subjects come from a nuclear family occupying the same abode. A letter was then forwarded to the fathers of the selected subjects. The letter explained the nature

outlined. A tentative testing date was arranged at the meeting. Upon completion of the testing, letters were forwarded to the Superintendent, the principal of Eastview Junior High School, the physical education teachers and the fathers of the subjects thanking them for their assistance and cooperation. The findings of the study were forwarded to the aforementioned people after the results had been statistically treated and analyzed.

Time and Duration of Study

The testing of the subjects was conducted during the latter part of April, 1972. The subjects and their best friends at each grade level were tested at separate sittings. On the day of the testing, the instruments were forwarded to the fathers of the subjects; the fathers completed the attitude scale and the general information questionnaire in the privacy of their homes.

Test Instruments

One main testing instrument was used which was colour coded. All responses to this test were answered on the attitude scale statement sheet. The fathers, in addition, were asked to complete a questionnaire which provided some background information about the family.

The instruments used, their code names and the approximate time that was required for test completion was as follows:

of the study and solicited their participation in it. Once a father-son team was finalized, the subject was asked to select his best male friend within the school to participate in the research. A total of 120 students and sixty parents took part in the study.

In order to receive permission to conduct the study at Eastview Junior High School, a letter was forwarded to the Superintendent of Schools for the Red Deer Public School District #104. The letter outlined the purpose of the study, the number of students and parents that were required to complete the study, the benefits of the study to both the tester and the school, the time required to conduct the study and the school at which it was hoped the study would be administered. It solicited the Superintendent's approval for the study and his permission to contact the principal of the school at which the testing was to be conducted. Once the study had been ratified by the Superintendent, a letter was sent to the principal of Eastview Junior High School requesting an interview to discuss the feasibility of administering the study at his school. Enclosed with the letter was a copy of the letter forwarded to the Superintendent, his reply, copies of the test instruments and a sample letter that would be mailed to the parents of the subjects.

Once the study was ratified by the principal, a meeting was arranged with the physical educators. They were requested to select the subjects in a manner previously

	Instrument	Code Name	Time Required
1.	Edgington Attitude Scale	E.A.S.	30 minutes
2.	General Information Questionnaire	G.I.Q.	5 minutes

Total time for students: 30 minutes

Total time for fathers: 35 minutes

Test Methods and Procedures

1. On the day of the test administration to the subjects and their best friends, the general instructions for writing the E.A.S., the E.A.S. and the G.I.Q. were mailed to the fathers of the subjects.

2. The E.A.S. was administered to the subjects and their best friends at three separate sittings.

3. The directions for answering the E.A.S. and the E.A.S. were distributed to the students who were cautioned to read the instructions carefully and were asked to raise their hands if they encountered any difficulties. Coding of the E.A.S. had been completed prior to distribution.

4. The Edgington Attitude Scales were collected and checked to see that the respondents answered all questions.

Treatment of the Data

After the E.A.S. and the G.I.Q. were marked, the results from the inventories were transferred to IBM master sheets. All the information was then transposed to IBM cards to facilitate computer analysis.

A computerized program was developed to:

a. Determine the degree of relationship of attitudes toward physical education existing between all fathers and their sons and all subjects and their best friends. The Pearson Product-Moment Correlation Coefficient was used to determine this relationship. A test of significance was then applied using the distribution of t.

b. Ascertain the degree of relationship of attitudes toward physical education prevailing between fathers, sons and subjects' best friends at each grade level. As in (a) the same statistical analysis was used.

c. Compare fathers of boys who had positive attitudes toward physical education with fathers of boys who demonstrated negative attitudes toward physical education. A t test for uncorrelated independent samples was used to determine this relationship. An unfavourable attitude was represented by a raw score of 263 or less. A favourable attitude was depicted by a score of 264 or higher.

d. Compare best friends of boys who possessed favourable attitudes toward physical education with best friends of boys who demonstrated unfavourable attitudes toward physical education. A t test for uncorrelated independent samples was employed in this instance. Favourable and unfavourable attitudes were ascertained in the same manner as outlined in (c).

e. Determine if subjects' attitudes toward physical education vary according to their socio-economic background.

A one way analysis of variance, multiple comparisons was used. If the means differed significantly, Duncan's New Multiple Range Test (1957) was applied to find the significant differences of the relationships.

f. Resolve if attitudes toward physical education vary among fathers of a diversified educational background. The same statistical analysis was employed as outlined in (e).

CHAPTER IV

RESULTS AND DISCUSSION

ATTITUDE TOWARD PHYSICAL EDUCATION

The Edgington Attitude Scale was completed by a total of 207 participants, including alternates. All of the selected subjects and their best friends completed the E.A.S. whereas ninety-five percent of the sample of fathers returned the E.A.S. and the G.I.Q. The responses of sixty fathers and their sons, and sixty best friends were subjected to statistical analysis. Subjects were selected by the physical education teachers from the school at which the study was conducted. Each of the selected participants then chose their best friends from within the school to participate in the study.

Range of Attitude Scores (Table I). The range of attitude scores indicated that there was a greater range of scores for sons as compared to scores obtained by best friends and fathers.

TABLE I

RANGE OF ATTITUDE SCORES

Subjects	Highest Possible	Lowest Possible	Highest	Lowest	Range
Sons	396	66	363	213	50
Fathers	396	66	366	232	34
Best Friends	396	66	353	213	40

As shown in Table II, the range of favourable attitude scores is greater for fathers than for sons and best friends. However, the range of unfavourable attitude scores (Table III) revealed a greater range for best friends than for fathers and their sons. As attitudes vary in intensity and direction, and as each person is individually different in his feelings toward varying concepts and situations, it is understandable why there is a wide range of attitudinal scores.

TABLE II

RANGE OF FAVOURABLE ATTITUDE SCORES

Subjects	High	Low	Range
Sons	363	265	98
Fathers	366	264	102
Best Friends	353	265	88

264 or above denotes a favourable attitude

TABLE III

RANGE OF UNFAVOURABLE ATTITUDE SCORES

Subjects	High	Low	Range
Sons	262	213	49
Fathers	259	232	27
Best Friends	263	213	50

263 or less denotes an unfavourable attitude

Approximately ninety-two percent of all the participants, as measured by this inventory, indicated favourable attitudes toward physical education while eight percent of the total sample demonstrated unfavourable attitudes.

Fifteen percent of the sample of fathers, seven percent of sons and three percent of best friends revealed unfavourable attitudes toward physical education. Three grade seven subjects, six fathers of grade seven subjects and one best friend from grade seven indicated unfavourable attitudes toward physical education. The only participants at the grade eight level who denoted negative attitudes toward physical education were three fathers whose sons were in grade eight. There was one subject only at the grade nine level who had an unfavourable orientation toward physical education.

As indicated in Table IV, the sons seemed to have a more positive attitude toward physical education, as

measured by this inventory, than the fathers and the subjects' best friends. However, there was a close similarity in the mean score of the subjects and their best friends.

TABLE IV

COMPARISON OF ATTITUDE MEANS AND STANDARD DEVIATIONS BETWEEN GROUPS

	Sons	Fathers	Best Friends
Means	299.72	292.37	298.75
S. Dev.	28.33	28.92	24.86

There was no statistically significant relationship ($p = .05$) of attitudes held toward physical education between fathers and their sons (see Table V). However, there was a statistically significant relationship ($p = .001$) between subjects and their best friends. These results seem to support the work of Squires (1956), Newson (1949), Beal (1957), Lewis (1961), Felker (1967), Collins (1967) and Semotiuk (1967) in which the significance of peer group relationship and influence was stressed as being a crucial aspect of the adolescents' attitudinal development. It seems that the subjects and their best friends hold similar attitudes toward physical education. This appears to support Argyle's (1967) premise that people interact more with persons who hold similar attitudes, beliefs, interests

and opinions and that in interaction, they influence each other.

That no significant positive correlation existed between fathers and sons may be disconcerting to some people. It might be, on the other hand, that the behaviour and values transmitted from the home may govern the selection of a subject's friend. This premise is supported by Westley and Elkin (cited in Bandura and Walters, 1967, pp. 25-26). Perhaps the role of the mother, as opposed to that of the father, has a more definite influence on the subject's attitude toward physical education. This would be an interesting study for future researchers.

TABLE V

CORRELATION MATRIX BETWEEN GROUPS

Subjects	Sons	p	Fathers	p	Best Friends	p
Sons	--	--	-0.071160	ns	0.493504	***
Fathers	-0.071160	ns	--	--	0.104398	ns

*** significant at the .001 level of significance
ns at the .05 level of significance

Attitude Means Between Grade and Participants (Table VI). The mean scores for the subjects and their best friends in grades seven, eight and nine indicated a closer relationship than the scores for fathers and sons at each grade level. The attitude mean scores of the

subjects and their best friends increased through each grade level.

TABLE VI

COMPARISON OF ATTITUDE MEANS AND STANDARD DEVIATIONS BETWEEN PARTICIPANTS AND GRADE LEVEL

Grade		Sons	Fathers	Best Friends
7	Mean	286.95	291.55	285.95
	S. Dev.	31.64	31.99	29.42
8	Mean	299.55	288.55	301.85
	S. Dev.	19.30	26.61	15.00
9	Mean	312.65	297.00	308.45
	S. Dev.	27.78	28.76	23.34

The relationships between fathers and their sons and subjects and their best friends are represented in Table VII. At the grade seven and eight level, there were no statistically significant differences (p = .05) between the correlation coefficients of each group. There were small correlations at the grade seven level which indicated a relatively negligible degree of relatedness of the held attitudes toward physical education of the three groups. However, at the grade eight level, a growing trend between the correlation coefficients of the subjects and their best

friends became apparent. It indicated that the subjects and their best friends seemed to be responding in a similar manner. At the grade nine level, there was a statistically significant relationship ($p = .05$) between the mean scores of the subjects and their best friends. That is to say, the attitudes toward physical education of both the sons and their best friends corresponded at a significantly high level. The degree of relatedness of the attitudes held between the fathers and sons were relatively unchanged from the relationship at the grade eight level.

It must be noted that as adolescents progress through this period of storm and stress, they are struggling to emancipate themselves from their parents. They seem to resist dependence on adults and ally themselves with a peer group. Thus, it seems plausible that as individuals progress through this period, they will become more dependent on their peer group and attempt to become less dependent on their parents. Hence, it would seem understandable that they would likely share the same attitudes and beliefs as the members of their peer group. In this regard, Lewin aptly stated that " . . . one can view adolescence as a change in group-belongingness. The individual has been considered by himself and by others as a child. Now he does not wish to be treated as such" (1960, p. 33).

TABLE VII

CORRELATION MATRIX BETWEEN PARTICIPANTS

	Subjects	Sons	p	Fathers	p	Best Friends	p
Grade 7	Sons	--	--	-0.115581	ns	0.365983	ns
	Fathers	-0.115581	ns	--	--	0.280612	ns
Grade 8	Sons	--	--	-0.101268	ns	0.400693	ns
	Fathers	-0.101268	ns	--	--	-0.002036	ns
Grade 9	Sons	--	--	-0.096140	ns	0.458299	*
	Fathers	-0.096140	ns	--	--	-0.121405	ns

* significant at the .05 level of significance

ns at the .05 level of significance

A graphic representation of the relationship between the subjects and their best friends at each grade level, appears in Figure 1. An outline of the father-son relationship, at each grade level, is indicated in Figure 2.

FIGURE 1

GRAPHIC REPRESENTATION OF CORRELATIONS BETWEEN SUBJECTS AND BEST FRIENDS AT EACH GRADE LEVEL

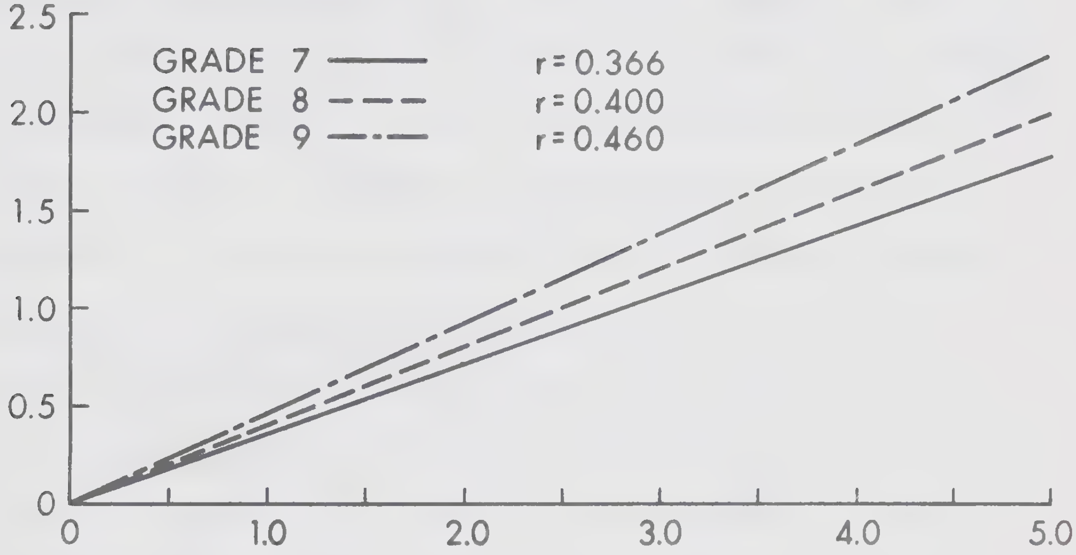
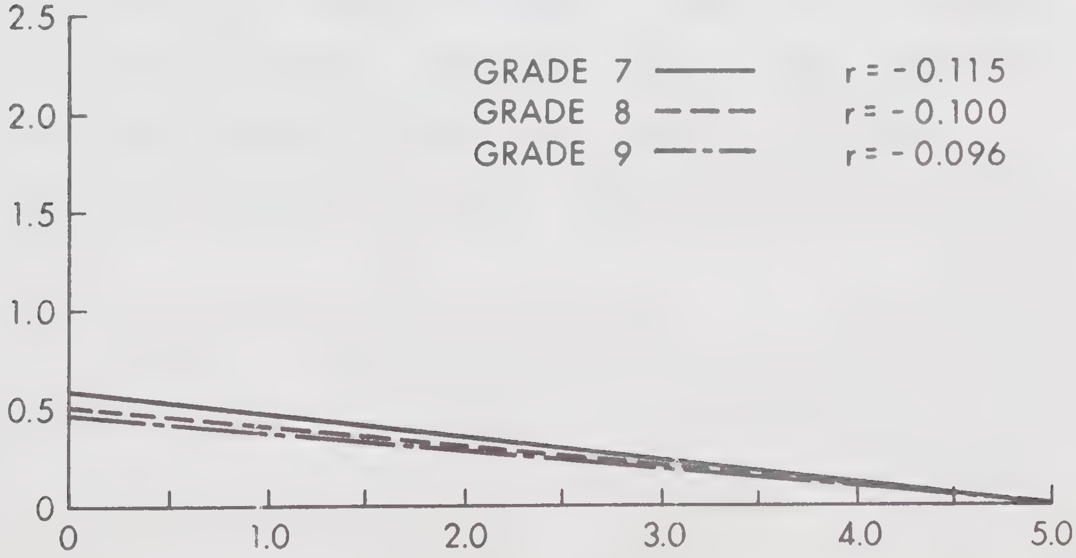


FIGURE 2

GRAPHIC REPRESENTATION OF CORRELATIONS BETWEEN SUBJECTS AND FATHERS AT EACH GRADE LEVEL



Comparison of Fathers of Subjects Who Had Positive Attitudes With Fathers of Sons Who Demonstrated Negative Attitudes Toward Physical Education (Table VIII). The relationship between fathers of sons with positive attitudes and the fathers of subjects with negative attitudes was not statistically significant (p = .05). The results may be misleading due to the unequal numbers in each cell. There were fifty-six fathers of sons with positive attitudes and only four fathers of subjects with negative attitudes. Nevertheless, it was interesting to note that the fathers of subjects with negative attitudes had a higher mean score, though not statistically significant (p = .05) than the fathers of subjects with positive attitudes. Whether this trend would continue could only be ascertained if there was a larger sample of fathers of sons with unfavourable attitudes. It must be emphasized that there was no significant positive relationship in attitudes toward physical education (Table V) between fathers and sons. Hence one should not expect fathers of boys with favourable attitudes toward physical education to have more favourable attitudes than fathers of boys with negative attitudes toward physical education. Thus, hypothesis 1 was rejected.

TABLE VIII

A COMPARISON OF FATHERS OF SUBJECTS WITH POSITIVE ATTITUDES AND FATHERS OF SUBJECTS WITH NEGATIVE ATTITUDES

	Fathers^{+}	Fathers^{-}	p
Means	290.93	312.50	$.1476^{ns}$
S. Dev.	28.95	22.41	

ns at the .05 level of significance

Comparison of Best Friends of Subjects Who Had Favourable Attitudes With Best Friends of Subjects Who Demonstrated Unfavourable Attitudes Toward Physical Education (Table IX). The relationship between best friends of subjects with positive attitudes (56) and the best friends of subjects with negative attitudes (4) was not statistically significant ($p = .05$). In this case, as before, an erroneous impression could be drawn due to the limited sample of subjects with negative attitudes. The best friends of subjects with favourable attitudes have a higher mean attitude score toward physical education than the best friends of subjects with unfavourable attitudes toward physical education. Although one would expect this trend to continue as a result of the overall significant relationship between subjects and their best friends (Table V), one can not be certain until such time as there is a larger sample of scores of best friends of subjects with negative attitudes. Due to the lack of a

significant relationship, it is not possible to state that best friends of boys with positive attitudes will have more favourable attitudes toward physical education than best friends of boys with negative attitudes. Thus, hypothesis 2 was rejected.

TABLE IX

A COMPARISON OF BEST FRIENDS OF
SUBJECTS WITH FAVOURABLE ATTITUDES AND
BEST FRIENDS OF SUBJECTS WITH UNFAVOURABLE ATTITUDES

	Best Friend^{+}	Best Friend^{-}	p
Means	299.98	281.50	.2444^{ns}
S. Dev.	24.59	25.49	

ns at .05 level of significance

Level of Education and Attitude Toward Physical Education (Tables X and XI). There was no statistical significant difference (p = .05) in attitudes toward physical education because of level of education. This is contrary to the results of a study conducted by Collins (1967). However, in the present study over fifty percent of the sample of fathers who achieved a high school education or less occupied responsible positions in the business community. They either owned their own businesses or occupied managerial positions for some corporation. This seems to indicate that although lacking in education,

they had the capabilities to be successful in their respective business ventures. The success of these individuals who lacked higher education expressed attitudes toward physical education that were not significantly different from fathers who had achieved higher levels of education. Consequently, it would appear that level of education is not synonymous with the intensity of one's attitude toward physical education. Thus, hypothesis 3 was rejected.

TABLE X

A COMPARISON OF ATTITUDE MEANS AND
STANDARD DEVIATIONS OF FATHERS
FROM VARYING LEVELS OF EDUCATION

Levels	No. of Subjects	Means	S. Dev.
Junior high school	7	273.57	30.81
Some high school	22	294.91	30.75
High school graduates	13	291.69	29.45
Some college training	7	302.29	27.01
College or university degree	6	295.50	26.92
Post graduate degree	5	291.60	22.47

TABLE XI

A COMPARISON OF ATTITUDES BETWEEN AND AMONG FATHERS OF VARYING LEVELS OF EDUCATION

	ss	ms	df	F	p
Between Groups	0.3370	674.00	5	0.79	0.56039^{ns}
Within Groups	0.4598	851.39	54		

ns at the .05 level of significance

Relationship Between Socio-Economic Standard and Attitudes Toward Physical Education (Tables XII and XIII). There was no statistical significant difference (p = .05) in attitudes held toward physical education due to socio-economic background. These results seem to support the work of Young (1970) but do not substantiate the findings of Collins (1967).

The McCall scale was used by Young in her analysis of the socio-economic level of her sample of 123 grade eleven girls. On the other hand, Collins had the educational authorities in Western Australia select schools depicting varying levels of socio-economic status. It would seem that the results of Young's study are of a greater significance as it was conducted in North America.

The outcome of this aspect of the present research may be attributed to the number of self-made men taking part in the study. Also, the size of the city is such that families from different socio-economic backgrounds

live in relatively close proximity.

Socio-economic studies conducted at the elementary school level have indicated significant differences in attitude because of socio-economic background. However, one must bear in mind that the elementary school is a small homogeneous unit whereas the junior high school is a heterogeneous unit where students from varying socio-economic backgrounds attend.

The premise that subjects from a higher socio-economic background have more positive attitudes toward physical education than subjects from lower socio-economic levels was refuted. Hence, hypothesis 4 was rejected.

TABLE XII

A COMPARISON OF ATTITUDE MEANS
AND STANDARD DEVIATIONS OF SUBJECTS
FROM VARYING SOCIO-ECONOMIC BACKGROUNDS

Level	No. of Subjects	Means	S. Dev.
I	6	295.67	44.44
II	29	301.31	24.76
III	12	305.08	26.68
V	13	293.08	30.84

TABLE XIII

A COMPARISON OF ATTITUDES BETWEEN AND AMONG SUBJECTS FROM VARYING SOCIO-ECONOMIC BACKGROUNDS

	ss	ms	df	F	p
Between Groups	0.1092	364.00	3	0.44	0.724936^{ns}
Within Groups	0.4628	826.34	56		

ns at .05 level of significance

An attempt was made to break down the E.A.S. into the physical, human relations, motor and intellectual subdomains to determine the attitudes of the respondees in these specific areas. It was not possible to continue this analysis as the purity of the E.A.S. was questionable. Although this may be the case, the E.A.S. nevertheless successfully measures one's overall attitude toward physical education.

General Information

The general information data was collected from the sixty fathers of the selected participants. The information gathered pertained to family participation in physical activity, the fathers' involvement in the sons' physical activity and other similar variables.

Of the sixty fathers participating in the study, forty-five of them (75%) indicated that they participated in some form of physical activity whereas fifteen fathers (25%) signified that they did not take part in any activities of a physical nature. However, all fathers pointed out that they encouraged their sons to become engaged in activities that required physical exertion. This seems to indicate that although some fathers do not engage in activities of a physical orientation, all fathers appreciate the values inherent in physical activity.

As shown in Table XIV, in excess of half of the fathers (57%) participated with their sons on a relatively regular basis in an activity that required physical exertion. Twenty-four percent of them took part in physical activity with their sons on a weekly basis while thirty-three percent joined their sons in physical activity once or twice a month. Eleven fathers (18%) indicated that they did not engage in physical activity with their sons on a regular basis. Twenty-five percent of the sample pointed out that they never took part in physical activity with their sons. It is possible that a combination of greater peer group contact

and identification on the part of the sons, lack of parental interest and pressures of fathers' work could be reasons for a decrease in frequency of father-son participation in physical activity.

TABLE XIV

FREQUENCY OF FATHER-SON PARTICIPATION IN PHYSICAL ACTIVITY

Grade	Once or More Per Week	Once or Twice Per Month	Less Often	Never
7	4	10	1	5
8	3	5	8	4
9	7	5	2	6

As a result of the study, it was noted (Table XV) that there was no consistent frequency of participation of family units in physical activity. Twelve percent indicated that they took part in family physical activity on a weekly basis while twenty-eight percent noted that their families engaged in physical activity as a unit once or twice a month. Participation in family physical activity less often than once or twice a month was reported by fifteen percent of the fathers while forty-five percent of the fathers stated that the family as a unit never engaged in physical activity. As a result of this analysis, it would appear that the majority (60%) of families do not

engage in physical activity on a regular basis. This may have been due to greater peer group pressure and the subjects' desire to seek independence from parents. On the other hand, lack of parental interest could be a contributing factor.

TABLE XV

FREQUENCY OF PARTICIPATION OF FAMILY UNITS IN PHYSICAL ACTIVITY

Grade	Once or More Per Week	Once or Twice Per Month	Less Often	Never
7	3	6	2	9
8	1	7	4	8
9	3	4	3	10

The frequency of a father's attendance as a spectator at a physical activity in which his son was engaged (Table XVI) or at which the subject's brother(s) were involved (Table XVII) indicated that fathers viewed the subjects in physical activity more frequently than the subjects' brother(s). Fifty percent of the sample of fathers viewed the subjects in physical activity fifty percent of the time or more as compared to approximately thirty-three percent for the subjects' brothers for the same period of time. It is possible that this result may have been due to a combination of closer subject-father

relationships, the subject's participation in a more popular activity, the subject achieving greater success in his particular athletic venture than his brother(s), the subject's dependence on the father and other similar variables.

Several reasons could be advanced for the relatively poor support given to the subjects and their brothers in physical activity. Games in which the offspring are engaged may occur at times when the father is at work or perhaps there was a lack of parental interest in the activities of his children. It is also possible that the fathers were unaware of the sons' schedules of games. Whatever the reasons, lack of interest or the inability to support a child in his athletic ventures may be contributing factors to adolescent delinquency. In this regard the Worth Commission stated that infants and adolescents require time yet parents and particularly fathers spend little time with their children. They noted:

> . . . fathers who helped their children develop themselves, their skills, their interests and their values--will in great measure determine the kind of civilization the next generation will create . . . . Nor do most of us play with our children. We forget that play is a form of learning.
>
> (1972, p. 47)

A report on juvenile delinquency in Canada stressed the importance of family life in the prevention of delinquency. It was concluded that a child is able to achieve a sense of self-worth and emotional security if his parents "are willing to love him, can set both realistic goals and offer

support and encouragement in meeting these expectations" (Juvenile Delinquency in Canada, 1965, p. 226).

TABLE XVI

FREQUENCY OF THE FATHERS VIEWING SONS' PARTICIPATION IN PHYSICAL ACTIVITY

Grade	Always	More Than 50% Of the Time	50% Of the Time	Less Than 50% Of the Time	Never	Son Does Not Participate
7	--	7	3	5	2	3
8	1	5	5	7	2	--
9	1	3	5	9	1	1

TABLE XVII

FREQUENCY OF THE FATHERS VIEWING SUBJECTS' BROTHER(S)' PARTICIPATION IN PHYSICAL ACTIVITY

Grade	Always	More Than 50% Of the Time	50% Of the Time	Less Than 50% Of the Time	Never	Does Not Participate	No Brothers	Not Applicable*
7	--	4	--	5	2	1	4	4
8	--	9	1	5	1	--	2	2
9	--	5	1	3	1	--	6	4

*Not Applicable--brothers too young to be engaged in organized physical activity.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of the study was to determine current attitudes toward physical education of selected junior high school students in Red Deer, Alberta. The focus of the study was placed on the significance of attitudinal relationships of a father and that of his son (subject) toward physical education as well as that of the subject and his best friend. An attempt was made to determine the relationship of socio-economic background and level of education with attitude toward physical education.

A sample population of 120 junior high school students and sixty parents took part in the study. The physical education instructors selected ten students from each grade level whom they subjectively assessed as having the most favourable attitudes toward physical education and ten who demonstrated the least favourable attitudes toward physical education. Each of the sixty subjects then chose their best friend from within the school to participate in the study. All students responded to the attitude scale developed by Edgington (1965). On the day of the testing, the E.A.S. and a General Information Questionnaire (G.I.Q.)

were mailed to the subjects' fathers. The E.A.S. required approximately thirty minutes to answer while the G.I.Q., answered by fathers only, took five minutes to complete. All participants in the study were tested during the latter part of April, 1972. The questionnaires were then collected, coded and analyzed by various statistical procedures.

A summary of the results brought out a number of points. Approximately ninety-two percent of the participants demonstrated favourable attitudes toward physical education while eight percent of the total sample indicated unfavourable attitudes toward physical education. As measured by this inventory, subjects showed a higher mean score in attitude toward physical education than the fathers and subjects' best friends.

The study pointed out no statistically significant relationship (p = .05) of attitudes held toward physical education between fathers and their sons. However, there was a statistically significant relationship (p = .001) between subjects and their best friends.

The results of the study revealed that there were no statistically significant relationships (p = .05) between the correlation coefficients of each group at the grade seven and eight level. Nevertheless, at the grade eight level a growing trend between the correlation coefficients of the subjects and their best friends became apparent. It indicated that the subjects and their best friends seemed to be responding in a similar manner. At the grade

nine level, there was a statistically significant relationship (p = .05) between the correlation coefficients of the subjects and their best friends. The degree of relatedness of the attitudes held between the fathers and sons at the grade nine level were relatively unchanged from the relationship at the grade eight level.

The relationship between fathers of sons with positive attitudes and the fathers of subjects with negative attitudes was not statistically significant (p = .05). This was also the case in the relationship between the best friends of subjects with positive attitudes and the best friends of subjects with negative attitudes.

No statistically significant differences (p = .05) in attitude toward physical education were observed between fathers of varying levels of education.

The influence of socio-economic background on attitude toward physical education indicated that no statistically significant differences (p = .05) were observed between the attitudes expressed by students whose fathers came from varying socio-economic backgrounds.

General Information

Of the sixty fathers participating in the study, forty-five of them (75%) indicated that they participated in some form of physical activity. All fathers, nevertheless, signified that they encouraged their sons to participate in some form of physical activity. Fifty-seven

percent of the fathers stated that they engaged in some form of physical activity with their sons on a regular basis.

The majority of family units (60%) did not engage in physical activity on a regular basis.

Fathers viewed the subjects in physical activity more frequently than they viewed the subjects' brother(s).

Conclusions

1. Based on the results of the attitude scores, approximately ninety-two percent of the participants expressed a favourable attitude toward physical education.
2. Fathers did not significantly influence the attitudes of their sons toward physical education.
3. The subjects and their best friends demonstrated that their attitudes toward physical education corresponded at a significantly high level.
4. As students progressed through junior high school, they became more dependent on their peer group and less dependent on their fathers.
5. There was no significant difference in attitude scores between the fathers of sons with positive attitudes and the fathers of sons with negative attitudes.
6. No significant differences existed in attitude scores between the best friends of subjects with positive attitudes and the best friends of subjects with negative attitudes.

7. The educational achievement of the fathers did not have an influence on their attitudes toward physical education.
8. Socio-economic background did not have an influence on the subjects' attitudes toward physical education.
9. The majority of fathers engaged in some form of physical activity.
10. All fathers encouraged their sons to take part in physical activity.
11. The majority of family units did not engage in physical activity on a regular basis.
12. Fathers viewed their sons' participation in physical activity more frequently than they viewed the subjects' brother(s).

Recommendations

1. The validity of the responses obtained in this study could be evaluated by means of a follow-up interview.
2. A longitudinal study should be initiated at the beginning of junior high school and concluded at the end of senior high school. One would then be enabled to determine the attitude changes within the school population over an extended period of time.
3. A similar study should be conducted employing both a rural and an urban sample.
4. In view of the small number of subjects who actually

expressed negative attitudes, as measured by this instrument, a further study might be carried out which would involve a larger sample size drawn from a more heterogeneous population.

5. Future studies should also attempt to determine the relationship of a mother's attitude with that of her son and daughter toward physical education. That is to say that both parents should be included in the study.

Recommendations for Physical Education Programs

1. A continuing evaluation of the physical education programs should be conducted to determine the needs of students in comparison to what the program is providing.
2. Interscholastic activities and/or intramural sport specials should be scheduled for the evening hours or Saturdays to enable parents to have the opportunity of viewing their sons in physical activity.
3. Parents should be advised about program content.
4. To improve the image of the physical education program and the profession of physical education in general, teachers of physical education should make themselves available for speaking engagements.
5. A serious attempt should be made to identify students with unfavourable attitudes and then introduce activities which they will enjoy.

6. A greater emphasis should be put on activities with a carry-over value. These could include the following: outdoor education, tennis, golf, curling, skiing, skating, hiking, cycling, and social dance.
7. Physical educators should not impose adult facilities on youngsters. These facilities should be modified to meet the physical developmental needs of the student.

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APPENDICES

APPENDIX A

DIRECTIONS FOR QUESTIONNAIRE

Attached you will find a list of statements about physical education. Feelings about these statements vary among people. There are no right or wrong answers. Please respond to each statement in one of six ways:

	Symbol
very strongly agree	VSA
strongly agree	SA
agree	A
disagree	D
strongly disagree	SD
very strongly disagree	VSD

Imagine that each statement begins with *I feel that* . . . . .

Example:

1. Physical education should be excluded from the course of study.

If you strongly disagree, respond by circling the appropriate symbol below:

VSA SA A D [✓ SD] VSD

Please make certain that you respond to each statement.

For this questionnaire, the tester defines physical education as "the organized instructional and physical activity program in the school."

Kindly refrain from putting your name on the Questionnaire. Thank you for your cooperation.

MODIFIED EDGINGTON ATTITUDE SCALE

1. Physical education is mainly concerned with muscle building.

   VSA SA A D SD VSD

   ____

2. Physical education should be eliminated from the course of study.

   VSA SA A D SD VSD

   ____

3. Physical education is too strenuous for the average student.

   VSA SA A D SD VSD

   ____

4. Knowledge of various sports learned in physical education helps students to become more understanding spectators.

   VSA SA A D SD VSD

   ____

5. Physical education should develop in students an understanding of the importance of exercise to health.

   VSA SA A D SD VSD

   ____

6. Respect for human personality should be one of the qualities sought in a physical education class.

   VSA SA A D SD VSD

   ____

7. Marks should not be given for physical education.

   VSA SA A D SD VSD

   ____

8. Physical education has little value and should be eliminated.

VSA SA A D SD VSD

____

9. Skills learned in physical education are of value in social life.

VSA SA A D SD VSD

____

10. Cooperation is not necessary in physical education activities.

VSA SA A D SD VSD

____

11. Physical education is not as important as other school subjects.

VSA SA A D SD VSD

____

12. Emotional expressions can be brought under control through participation in games.

VSA SA A D SD VSD

____

13. Physical education helps students to develop self-confidence.

VSA SA A D SD VSD

____

14. The main purpose of physical education is to cause fatigue in students.

VSA SA A D SD VSD

____

15. Physical education should not be considered a part of general education.

VSA SA A D SD VSD

____

16. The mental processes are related to the physical processes of the body.

VSA SA A D SD VSD

____

17. Physical education should be a required subject.

VSA SA A D SD VSD

____

18. Physical education should introduce only activities that are useful during the teen-age years.

VSA SA A D SD VSD

____

19. Physical education should not be graded.

VSA SA A D SD VSD

____

20. A student should learn to respect his opponent in physical education.

VSA SA A D SD VSD

____

21. Physical education helps students adjust to group situations.

VSA SA A D SD VSD

____

22. Physical education is of little importance in developing desirable standards of behaviour.

VSA SA A D SD VSD

____

23. Tolerance, obedience, and respect for the rights of others are learned in physical education.

VSA SA A D SD VSD

____

24. Physical education should be an optional subject after the ninth grade.

VSA SA A D SD VSD

____

25. Exercise is of little importance in maintaining good health.

VSA SA A D SD VSD

____

26. There is a scientific basis for physical education.

VSA SA A D SD VSD

____

27. To participate in games in undignified.

VSA SA A D SD VSD

____

28. Physical education once or twice a week is not sufficient.

VSA SA A D SD VSD

____

29. Written tests should be given in physical education.

VSA SA A D SD VSD

____

30. Physical education is mainly concerned with team games.

VSA SA A D SD VSD

____

31. Physical education should be required in every grade.

VSA SA A D SD VSD

____

32. Students have little opportunity in physical education to receive recognition and status.

VSA SA A D SD VSD

____

33. Physical education classes provide opportunities to make friends.

VSA SA A D SD VSD

____

34. Physical conditioning is an important part of the physical education class.

VSA SA A D SD VSD

____

35. No real learning takes place in a physical education class.

VSA SA A D SD VSD

____

36. Physical education is harmful if an individual is physically weak.

VSA SA A D SD VSD

37. Marks should be given for physical education.

VSA SA A D SD VSD

38. Physical education has little to offer for the unskilled individual.

VSA SA A D SD VSD

39. Interscholastic athletes should be excused from physical education classes.

VSA SA A D SD VSD

40. The program in physical education should be organized so there is progression in the learning of skills.

VSA SA A D SD VSD

41. Warm-up exercises should be eliminated from physical education.

VSA SA A D SD VSD

42. Participants in physical education learn to cooperate as members of the group.

VSA SA A D SD VSD

43. Physical education is important in the growth and development of students.

VSA SA A D SD VSD

44. The physical education program should include activities leading to sports appreciation.

VSA SA A D SD VSD

45. Activities in physical education offer students opportunities to make quick decisions and responses.

VSA SA A D SD VSD

46. Physical education contributes to physical development.

VSA SA A D SD VSD

47. Physical education should be a relaxation period between academic classes.

VSA SA A D SD VSD

48. The activities in the physical education program do little to develop physical fitness.

VSA SA A D SD VSD

49. The program in physical education is monotonous year after year.

VSA SA A D SD VSD

50. Students get all the physical activity they need outside of school.

VSA SA A D SD VSD

____

51. Taking a long walk would be a good substitute for physical education.

VSA SA A D SD VSD

____

52. Learning the rules of activities is an important part of physical education.

VSA SA A D SD VSD

____

53. The rules of sportsmanship should be practiced in physical education.

VSA SA A D SD VSD

____

54. Physical education is not an important phase of education.

VSA SA A D SD VSD

____

55. There is little carry-over value from physical education.

VSA SA A D SD VSD

____

56. Physical education classes should not be free play periods.

VSA SA A D SD VSD

____

57. Body flexibility is important in physical education.

VSA SA A D SD VSD

58. Some exercises should be included in physical education.

VSA SA A D SD VSD

59. Physical education is needed for a complete education.

VSA SA A D SD VSD

60. Little intelligence is required for physical education.

VSA SA A D SD VSD

61. Physical education classes should provide challenging activities.

VSA SA A D SD VSD

62. Physical education is a waste of time in school.

VSA SA A D SD VSD

63. Individual sports learned in physical education can be useful in later life.

VSA SA A D SD VSD

64. Physical education is mainly for the physically gifted.

VSA	SA	A	D	SD	VSD

65. Coordination can be developed in physical education.

VSA	SA	A	D	SD	VSD

66. Strength cannot be developed in physical education.

VSA	SA	A	D	SD	VSD

GENERAL INFORMATION

1. Age of your son _______________ years __________ months.

2. How many brothers does he have? _______________.

   Kindly indicate their ages. ____________________.

3. How many sisters does he have? _________________.

   Kindly indicate their ages. ____________________.

4. Do you encourage your son to participate in organized physical activity? _________________.

5. Do his brothers participate in organized physical activity? __________________.

   If your answer is yes, kindly indicate the ages of those who do participate. ______________________.

6. Do you actively engage in some form of physical activity? __________________.

7. Do you participate in some form of physical activity with your son? ________________.

   If your answer is yes, kindly place an X in the appropriate blank:

   once or more per week __________

   once or twice a month __________

   less often ____________________

8. Does your family as a unit take part in some form of physical activity? ____________________.

If your answer is yes, kindly place an X in the appropriate blank:

once or more per week ______________

once or twice a month ______________

less often ________________________

9. If your son participates in some organized sport, how often do you attend as a spectator?

always ______________

50% of the time or more ______________

less than 50% of the time ____________

never _______________

10. Do you attend sporting events as a spectator in which

(a) your son's brothers are engaged? _____________.

If your answer is yes, kindly place an X in the appropriate blank:

always _______________

50% of the time or more ________________

less than 50% of the time ______________

never ___________________

(b) your son's sisters are engaged? ________________.

If your answer is yes, kindly place an X in the appropriate blank:

always ________________

50% of the time or more _____________

less than 50% of the time ___________

never __________________

11. Please mark your highest educational level with an X.

_________ (a) graduate or professional training after first university degree

_________ (b) college or university degree

_________ (c) some college training (one year or more)

_________ (d) high school graduate

_________ (e) some high school (completed grade 10 or 11)

_________ (f) junior high school (completed grade 7,8 or 9)

_________ (g) less than seven years completed

12. What is your occupation and for whom do you work?

(Example: Sales Clerk at Simpsons Sears)

____

____

APPENDIX B

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

March 7, 1972.

Mr. G. H. Dawe
Superintendent of Schools
Red Deer Public School District #104
4747 - 53rd Street
Red Deer, Alberta

Dear Mr. Dawe:

The Department of Physical Education at the University of Alberta is proposing to conduct a study which will attempt to determine the relationship between a father's attitude and that of his son toward physical education, the relationship between the son and his best friend's attitude toward physical education, and the relationship of socio-economic background with attitude toward physical education.

The study involves the administration of a thirty minute questionnaire to selected boys in grade seven, eight and nine. We would like the male physical educators at each grade level to select twelve students who possess the most favourable attitudes toward physical education and twelve who demonstrate the least favourable attitudes toward physical education. These subjects would have to come from a nuclear family. We will then contact the fathers of these subjects by letter to ascertain if they are willing to participate in the study. Once a father-son team has agreed to participate in the study, we will ask the son to select his best friend within the school to participate in the study. A total of 144 students would be involved in the study. We solicit your approval and permission to contact Mr. Allen B. Gibb, principal of Eastview Junior High School, to request his assistance in conducting the study at his school.

Many attitude studies have been conducted in physical education but very few have been conducted at the junior high school level. This study could be of value in so far as it will provide:

1. a basic insight into the attitudes toward physical education currently held by approximately 140 selected junior high school students.
2. information on the attitudinal relationships toward physical education between a father and son and a son and his best friend.

. . . page 2

3. the physical education teachers with information on some of the influences affecting a student's attitude toward physical education.

4. information on the relationship of socio-economic background with attitude toward physical education.

All results of the study would naturally be referred back to Mr. Gibb and the physical education staff at Eastview Junior High School.

We believe that the test can be administered with a minimum of disturbance to the regular school program.

We would like to take this opportunity to thank you for your time and consideration. We look forward to hearing from you at your earliest convenience.

Yours truly,

Barrie Wilson G. Glassford

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

Your son is one of sixty junior high school boys who has been selected to participate in a research study under the auspices of the University of Alberta. The survey will attempt to determine the relationship between a father's attitude and that of his son toward physical education. Your son will be asked to select his best friend within the school who will also partake in the study. We will then look at their respective attitudes toward physical education.

The project requires each participant to respond to a questionnaire of twenty to thirty minutes duration which will be administered during school hours. It will also be necessary to have you complete the same questionnaire and a brief general information form at your convenience, in the privacy of your home. All the questions in the questionnaire are related to your attitude toward physical education--there are no right or wrong answers. To insure anonymity, we ask that you refrain from putting your name on the answer sheets. A summary of the findings of this study will be sent to all participants.

I will contact you by telephone soon after you have received this letter to ascertain if you would be willing to participate in this research.

Thank you for your consideration.

Yours truly,

Barrie H. Wilson
Graduate Student
Department of Physical Education

/g

RED DEER PUBLIC SCHOOL DISTRICT No. 104
Offices: 4747 - 53rd Street Phone 347-1101
RED DEER, ALBERTA

MRS. L. SCOTT
Secretary-Treasurer

G. H. DAWE
Superintendent of Schools

13th March, 1972

Mr. Barrie Wilson
Faculty of Physical Education
University of Alberta
Edmonton 7, Alberta

Dear Barrie:

It is all right to approach Mr. Gibb in respect to your study. The item that may be construed by some parents to be an invasion of privacy is the one on relationships of socio-economic background. We have encountered problems on this point in connection with other surveys, one of which was rejected by the Board for a similar reason. I do not know how you plan to obtain a rating of the social background of the child, but it could be a sensitive area, and so might be a question directed at the income of the parent. I hope that you will explain to Mr. Gibb how you plan to make the socio-economic assessment so that he may be able to advise you and me as to whether or not the making of such an assessment will be treading on dangerous ground.

Yours sincerely,

G. H. Dawe
Superintendent of Schools

GHD/cjm

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

March 28, 1972.

Mr. Allen B. Gibb
Principal
Eastview Junior High School
Fortieth Avenue
Red Deer, Alberta

Dear Allen:

I would appreciate having the opportunity of meeting with you to discuss the possibility of conducting my research study at Eastview. Mr. Dawe has given his permission to contact you regarding this matter. If it is convenient to you, I would be free to meet with you any time during the week of April 10th to 14th.

Enclosed is a copy of the letter forwarded to Mr. Dawe, his reply, the Edgington Attitude Scale, the General Information Sheet which will be completed by the father, and a sample of the letter which will be forwarded to the fathers of the selected participants.

I look forward to your reply.

Kindest personal regards.

Sincerely,

Barrie Wilson

/g
Encl. 5

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

May 8, 1972

Mr. G. H. Dawe
Superintendent of Schools
Red Deer Public School District #104
4747 - 53rd Street
Red Deer, Alberta

Dear Mr. Dawe:

I would like to take this opportunity to extend my sincere thanks and that of the Department of Physical Education to both you and the Red Deer Public School Board for allowing me to conduct my research study at Eastview Junior High School. Your cooperation is much appreciated.

It is hoped that the findings will be of benefit to physical educators in general but particularly to physical educators at the junior high school level. As soon as the results of the study have been statistically treated and analyzed, I will forward a copy of the findings to you.

Your interest and support are valued highly.

Yours sincerely,

Barrie H. Wilson
Graduate Student

/g

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

May 8, 1972

Mr. Allen B. Gibb
Principal
Eastview Junior High School
Red Deer Public School District #104
4747 - 53rd Street
Red Deer, Alberta

Dear Allen:

I would like to take this opportunity to extend to you my sincere thanks and that of the Department of Physical Education for allowing me to conduct my research study at Eastview Junior High School. Your interest, assistance and cooperation prior to and during the study is much appreciated.

Kindly extend my thanks to those teachers who per chance had their regular classes disrupted as a result of students participating in the study.

Kindest personal regards.

Sincerely,

/g

Barrie H. Wilson

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

May 8, 1972

Mr. Paul Gowan
Physical Education Department
Eastview Junior High School
Red Deer Public School District #104
4747 - 53rd Street
Red Deer, Alberta

Dear Paul:

I would like to take this opportunity to extend to you my sincere thanks and that of the Department of Physical Education for your assistance in completing the study of attitudes toward physical education of selected participants and their best friends at your school. Your time, effort and support of the study is much appreciated.

As soon as the results have been statistically treated and analyzed, a copy of the findings will be forwarded to you. Thank you for your interest and cooperation.

Yours truly,

/g Barrie H. Wilson

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

May 8, 1972

Mr. Murray Saul
Physical Education Department
Eastview Junior High School
Red Deer Public School District #104
4747 - 53rd Street
Red Deer, Alberta

Dear Murray:

I would like to take this opportunity to extend to you my sincere thanks and that of the Department of Physical Education for your assistance in completing the study of attitudes toward physical education of selected participants and their best friends at your school. Your time, effort and support of the study is much appreciated.

As soon as the results have been statistically treated and analyzed, a copy of the findings will be forwarded to you. Thank you for your interest and cooperation.

Yours truly,

/g

Barrie H. Wilson

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

May 8, 1972

Mr. Jim Horne
Physical Education Department
Eastview Junior High School
Red Deer Public School District #104
4747 - 53rd Street
Red Deer, Alberta

Dear Jim:

I would like to take this opportunity to extend to you my sincere thanks and that of the Department of Physical Education for your assistance in completing the study of attitudes toward physical education of selected participants and their best friends at your school. Your time, effort and support of the study is much appreciated.

As soon as the results have been statistically treated and analyzed, a copy of the findings will be forwarded to you. Thank you for your interest and cooperation.

Yours truly,

Barrie H. Wilson

/g

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF PHYSICAL EDUCATION

May 16, 1972

Dear

I would like to take this opportunity to express my sincere thanks to you and to your son for participating in the study of attitudes toward physical education. Your assistance and cooperation are much appreciated.

As soon as the results have been statistically treated and analyzed, the findings will be forwarded to you.

Yours truly,

Barrie H. Wilson
Graduate Student

/g

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September 1975

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